DOCUMENT RESUME

ED 271 929 EC 190 238

AUTHOR Gitomer, Rivalee J.
TITLE Cross-Age Teaching of Language Learning Disabled Nursery/Kindergarten Children by Language Learning Disabled Fifth Graders.
PUB DATE Sep 85
NOTE 60p.; Ed.D. Practicum, Nova University. Part of the document contains light, broken print.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Cross Age Teaching; *Individualized Education Programs; Intermediate Grades; *Language Handicaps; *Learning Disabilities; Preschool Education; *Time on Task; *Tutoring

ABSTRACT

The practicum addressed the needs of 3- to 5-year-old language learning disabled (LLD) children who required more individualization in their curriculum and longer time on task. The practicum goals were: (1) to address 80% of the children's short term individualized education program (IEP) goals; (2) to increase the children's independent time on task; and (3) to teach fifth-grade LLD children to act as tutors in the nursery kindergarten LLD classes. In pursuing these goals, six workshops were planned and implemented. Inservice training and evaluation were conducted throughout the practicum. Upon completion of the practicum appreciable gains were made. An average of 86.3% IEP goals were presented. Three- and four-year-olds increased independent time on task from an average 3 minutes to an average of more than 5 minutes. Five-year-olds increased their average independent time on task from 4 minutes to 9 minutes. The average percent of skills mastered by the tutors was 64.7%. IEP goal presentation and increased time on task were successfully met. The projected behavior for the tutors was partially met. A four-page list of references and data tables conclude the document. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED271929

6755

P R A C T I C U

REPORT

Center for the
Advancement of Education
Ed.D. Program

CROSS-AGE TEACHING OF LANGUAGE
LEARNING DISABLED NURSERY/KINDERGARTEN
CHILDREN BY LANGUAGE LEARNING
DISABLED FIFTH GRADERS

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

EC 19 2384

N O V A U N I V E R S I T Y

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CROSS-AGE TEACHING OF LANGUAGE LEARNING DISABLED NURSERY/KINDERGARTEN CHILDREN BY LANGUAGE LEARNING DISABLED FIFTH GRADERS

PRACTICUM I
SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD PROGRAM
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY

RIVALEE J. GITOMER

NOVA UNIVERSITY
CLUSTER XV
SEPTEMBER 1985

VERIFIER:

NAME DONALD LEUSCHNER

TITLE SCHOOL PRINCIPAL

ADDRESS MORRELL PARK ELEMENTARY SCHOOL #220

2601 TOLLEY STREET

BALTIMORE, MARYLAND 21230

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rivalee J. Gitomer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED 190238

TABLE OF CONTENTS

CHAPTER		Page
TITLE PAGE		i
ABSTRACT		ii
TABLE OF CONTENTS		iii
LIST OF TABLES		v
I.	INTRODUCTION	1
	Background Information	1
	Community Information	2
	About the Author	3
II.	STUDY OF THE PROBLEM	5
	Problem Statement	5
	Evidence of the Problem	6
	Analysis of the Problem	6
	Relationships of the Problem to the Literature	7
III.	OUTCOMES AND EVALUATION INSTRUMENTS	12
	Statement of General Goals	12
	Terminal Behavioral Goals	12
	Description of Evaluation Instruments	14
	Description of Plans for Analyzing Results	14
IV.	SOLUTION STRATEGY	15
	Discussion and Evalutation of Possible Solutions	15
	Description and Justification of Selected Solution	15

CHAPTER Page

Calendar Plan..... 20

Proposed Time Line..... 22

V. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS..... 23

IEP Presentation Results..... 24

Time On-Task..... 25

Tutor Training..... 26

Other Results..... 29

Conclusions..... 30

Recommendations..... 32

Dissemination..... 33

REFERENCE LIST..... 35

APPENDICES

A. Percentage of IEP Goals Presented Pre/Post Practicum Implementations..... 39

B. Pre/Post Practicum Implementation..... 40

C. Observation of Tutors After Training by Teacher..... 41

D. Daily Plan..... 42

E. Tutoring Workshops..... 43

F. Certificate of Appreciation..... 49

G. Reference List of Children's Books..... 50

H. Certificates..... 52

LIST OF TABLES

Table | Page

1. Outcomes 13

2. Average Percentages of IEP Goals Presented Before and After Practicum Implementation 24

3. Time On-Task Before and After Practicum Implementation 26

Chapter One

Introduction

Background Information

In 1902 a second elementary school was built in the then rural community of Morrell Park. In 1918 Morrell Park was annexed by Baltimore City. In 1920 the school became a Baltimore City Public School. The school remained at this site until the present building was completed in 1977 (Leuschner & Dillow, 1983).

The Morrell Park Elementary School with open space and self-contained classrooms has an enrollment of 350 children. There are the standard classes, kindergarten through fifth grade. Enrichment is provided for the gifted and talented students and remediation is given to students who are two years below grade level in reading and/or mathematics.

There is a program for four-year-olds funded jointly by the Parent Teacher Organization and tuition is paid by participating families. There are also programs for Developmentally Exceptional Children (DEC). This is a Level IV service which provides Special Education instruction and support services for the entire school day. The children who are serviced by DEC at Morrell Park are either Specific Learning Disabled (SLD) or Language Learning Disabled (LLD). The LLD classes are designated a Communication Center. The Communication Center at Morrell Park Elementary School was the first established in Baltimore City in 1974. There are now 36 centers in the entire city. Morrell Park's Communication Center consists of

two half-day nursery-kindergarten classes, a pre-first grade, primary, middle and upper elementary levels.

Most of the children live within a 10 block radius of the school. Some of the children are able to walk to school. Others ride school buses or are in carpools because of railroad tracks directly behind the school grounds and the heavily truck-trafficked Washington Boulevard which must be crossed by some children.

The DEC children come from the Southwest Region of Baltimore City. Most of these children are bussed, a few are brought by car by their parents. The children come from various racial, ethnic, and socioeconomic backgrounds. The family constellations are also varied.

The children in the Communication Center are in small-group, self-contained classrooms. They are taught by teachers who are certified in Special Education and who work very closely with the speech pathologists, both of whom provide 20-minute small group sessions daily for each child. The curriculum is language-based.

Each nursery/kindergarten class has a full-time aide. The other classes share an aide and invite parent volunteers.

Community Information

Baltimore, a port city experiencing renaissance, has a population of 700,000. There are many ethnic pockets, old and new affluent neighborhoods and slums. It is the largest city in the

state of Maryland. Baltimore is located on the Patapsco River which leads to the Chesapeake Bay.

Morrell Park is predominantly a Caucasian, blue collar community. Nearby industries are the Maryland Glass Company and Koppers Company Incorporated.

The fathers of the students are employed by these industries and others. Some are warehouse men, foremen, truck drivers, policemen, and firemen. Many of the mothers are housewives while others are employed as clerks, secretaries, supermarket checkers, salespersons, teaching aides, and child-care providers.

Within walking distance of the school there is a public library, a combination post office/grocery store, housing for the elderly, a doughnut shop, and a fire department with a brass pole that firemen still use to get from the second floor to the first. There are brick row houses with small well-tended lawns. A recreation center which adjoins the school provides child day care, before and after school care, and many enriching programs for the neighborhood children.

About the Author

The writer, a former university instructor, serves as the teacher of three- to five-year-old LLD children in the afternoon and in the morning as a resource teacher for first and second graders who are functioning below grade level in reading and/or mathematics.

Responsibilities involved were testing the children and writing their Individual Educational Programs (I.E.P.). The teacher planned for each day, working closely with the assistant teacher and speech pathologist. The teacher was a member of the Admissions, Referral and Dismissal Team.

Chapter Two

Study of the Problem

Problem Statement

The three-, four-, and five-year-old children in the Language Learning Disabled (LLD) class needed more individualized attention than their teacher could provide. Language therapy was given in small groups, for 20 minutes, three days a week, by a speech pathologist. Most of the broad intellectual and fine motor Individual Educational Program (I.E.P.) goals were being addressed but the children needed to be trained to function independently and attend to these tasks for a longer period of time. Classroom management was poor and a comprehensive curriculum was not taking place. The self-help, gross motor and socioemotional goals were not being addressed.

Because the children were young, they were extremely active; some did not sit still for two minutes and sometimes needed to be able to leave the group. Additional supervision was necessary. Classroom management was improved by lengthening the children's time on task. Supervision was needed when the children had to leave the room to go to the bathroom and when a really active child could not sit through group time. Classroom activities that involved risk, such as cooking or climbing, taking walks or going to the playground were not taking place.

Since the children needed constant supervision, the teacher could only work with the entire group. No time was provided for individualization. I.E.P. goals were not being addressed or being

met for the three-, four-, and five-year-old Language Learning Disabled class. Time on-task needed to be increased.

Ideally, two classroom aides would have made teaching easier and more meaningful. Unfortunately, there was no money for those salaries. Cross-age tutoring by Language Learning Disabled fifth graders helped solve this problem.

Evidence of the Problem

As I.E.P. goals were reviewed, 70 percent of the cognitive and fine motor goals were being addressed (Appendix A). Self-help, personal-social, gross motor, and prewriting skills that were addressed varied between 30 percent and 50 percent.

When a younger child had to go to the bathroom, all of the children went to the bathroom because the teacher could not leave the other children unsupervised. Time on-task was very short because immature children distracted the older children. At times, 60 percent of the children were off-task (Appendix B). The children did not go outside to play because there was inadequate supervision. The curriculum could not include enriching learning experiences like cooking because it would not be safe. The children were being cheated because everyone needed to do the same thing at the same time.

Analysis of the Problem

The extreme differences in the needs of the three- to five-year-old Language Learning Disabled children made it impossible for a teacher and an aide to supply the services required for all the children.

The three-year-olds had attention deficits. They were distractible and distracting. Others had auditory processing problems and required special attention from the teacher almost constantly. One five-year-old became very aggressive when he was not supervised closely. Individual testing could not be done to up-date I.E.P. goals.

Uneven intellectual abilities and maturational differences witnin the class made it difficult for all the children to function optimally as a group. There was a need for individualization in instruction. Since the teacher could not relate to each child individually, on-task behavior was very short. Funds were limited and additional help in the classroom could not be hired.

Because of the different developmental levels and the lack of funds for aides, help in meeting the needs of the three- to five-year-old Language Learning Disabled children needed to be offered by volunteers. These volunteers were fifth grade Language Learning Disabled children who were trained to be cross-age tutors.

Relationships of the Problem to the Literature

In investigating the premise of children teaching children, agreement has been found among researchers that children learn from other children (Bar-Eli & Raviv, 1982; Koskinen & Wilson, 1982; Melaragno, 1977). Melaragno (1976A) described four types of tutoring: intergrade, interschool, intraclass, and informal supervision. This practicum concerned itself with intergrade tutoring also called cross-age tutoring. MacKenzie and Arbor (1979) define cross-age tutoring as: "the active participation of students

in the planning and teaching of subject matter to another group of students who are at a different age level." (p. 138)

Early tutoring or monitorial programs were established separately by John Lancaster (1778-1838) and Andrew Bell (1753-1832). As master teachers, they trained students to teach other students, allowing the Masters to supervise the education of large numbers of children (Brubacher, 1966; Rosner, 1970). In early America, the one-room schoolhouse promoted cross-age tutoring (Lippitt, 1976). Examples of productive and successful tutoring programs found in the literature follow.

Handicapped and non-handicapped have been trained to teach as tutors. When learning disabled children tutored reading, the tutored group performed significantly higher than the control group. groups that were self-taught or teacher-taught groups. The tutees learned more words than the children in all the other groups (Epstein, 1978). In the Whisman School District, Mountain View, California, where there is a large community of new Americans from 19 different countries who do not speak English, learning disabled children acted as cross-age tutors to help non-English speaking children learn the language successfully (Price & Dequine, 1982).

Mainstreaming was facilitated by using peer-tutors to help handicapped children become functioning class members (Christoolos, 1976). Withdrawn mentally retarded children have been taught social responses, delayed imitation, cooperative play, and positive classroom response by normal children (Lancioni, 1982).

In another tutorial program, underachieving fifth and sixth graders taught second graders, 80 percent of whom had previously received regular individual tutoring after school by adult teachers, and who had not demonstrated progress. However, when these children were tutored by the underachieving fifth graders, improvement was significant on standardized tests that were administered (Bar-Eli & Raviv, 1982). In the greater Cincinnati area, sixth graders tutored second and third graders individually while being supervised by a professional. It was found that almost half the children being tutored succeeded in achieving one or more of their behavioral goals in a four-week program (Hill & Tavneer, 1981). In an Australian study where fifth and sixth graders tutored second and third graders individually, a half-hour daily, four days a week for five weeks, there was a great increase in the test scores of those who were tutored over the control group. Parents of the experimental group children reported academic and social gains (Sharplay, Irvine & Sharplay, 1983). Teenagers proved able tutors of elementary school students in a nutrition education program (MacKenzie & Arbor, 1979). Even four-year-olds were able to teach three-year-olds by providing assistance, explanation, questioning, and praise of all behaviors that were modeled by their teachers (Koester & Buesch, 1980).

Establishing productive tutor-learner relationships requires observation of each group's characteristics and styles. Achieving matches of personality, willingness to interact, sociability, responsiveness, and achievement needs consultation of the teachers

of both the tutors and the learners (Hill & Tavneer, 1980). The correct match is crucial for success (Chandler et al., 1979; Lippett, 1967; Sharplay et al., 1983). A working relationship beyond social compatibility must be established. The tutors require the skills the learners lack. Shy children profit from outgoing tutors. Non-verbal children need verbal tutors (Chandler et al., 1979).

Teaching styles and student relationships have been studied. Non-verbal clues such as smirks, stares, raising eyebrows, and speech pauses made it difficult to hide tutor reactions (Allen & Feldman, 1976). Powerful influence has been exerted by tutors in their use of positive and negative reinforcement. Processes such as modeling, friendliness, social closeness, and positive reinforcement were indirect influences presented by the tutors that helped children learn and conform (Feshback, 1976). Allen (1976) has found that in order to avoid failure in the tutor-learner relationships, older children who are bullies should not be selected.

At a time when individualization is needed for compliance with P.L. 94-142, tutoring can provide needed individualization (Christaplos, 1976; Melaragno, 1977, Sindelar, 1982). Though most tutoring is done in reading and mathematics, every area of learning is adaptable to tutoring (Melaragno, 1977; Sindelar, 1982). Skill practice, review, motor development, and language can all be enhanced by children teaching children. Remediation, higher

self-esteem and achievement are all bonuses of the tutor-learner relationships. Tutors have been described as deliverers of socioeducational services and educational therapy (Feshback, 1975).

The literature has shown that tutoring has been an excellent way to provide individualization in classes where the teacher has not been able to individualize lessons. Children have had great success teaching other children. Tutoring has worked because after training, tutors have been able to fill the need for individualization. It was clear that cross-age tutoring was a workable solution that would enhance and extend learning for the three- to five-year-old LLD children addressed in this practicum.

Chapter Three

Outcomes and Evaluation Instruments

Statement of General Goals

This practicum was designed to enhance the learning of three-, four-, and five-year-old children who exhibited deficits in expressive and receptive language. With the success of this practicum, the children have had many of their Individual Educational Program goals met in the social, intellectual, emotional, physical, and self-help spheres. A classroom management program was established where there was a calm, uniform, consistent flow in learning and the children spent increased time on-task. These objectives were pursued by using Language Learning Disabled fifth grade students who were trained as tutors to teach the younger children.

Terminal Behavioral Objectives

The following goals would be projected for this practicum:

1. Eighty percent of the short-term I.E.P. goals were presented for the three- to five-year-old LLD children.
2. Children who were attending to-task for two minutes would increase their time on-task. Three- and four-year-olds would spend four to five minutes on-task and five-year-olds would spend eight to ten minutes on-task.
3. Children in the fifth grade LLD class would be trained as tutors to work with the three- to five-year old LLD children and would demonstrate 80 percent competency in teaching the children.

Table 1

Outcomes

Expected Behavior	Assessment Instrument	of Performance
1. Short-term I.E.P. goals would be presented.	Check list of I.E.P. short-term goals for each child met before and after the tutoring program (See Appendix A).	Eighty percent of the short-term I.E.P. goals would be addressed for all the students.
2. Three- to five-year-old LLD children would increase time on-task.	Pre- and post-practicum implementation observation by the teacher (See Appendix B).	Three- and four-year-old children who were presently attending to task independently for two minutes would increase time to four or five minutes. Five-year-olds would increase independent time on-task eight to ten minutes.
3. Fifth grade LLD students would be trained as tutors to work with three- to five-year-old LLD children.	Check list of skills taught to tutors (See Appendix C).	All tutors would master 80 percent of skills evaluated by Appendix C.

Description of Evaluation Instruments

To measure the effectiveness of cross-age tutoring, a comparison of the children's I.E.P. goals met before the beginning of the tutorial program was made to the I.E.P. goals presented after the program took place. (See Appendix A)

The increase of time on-task was measured by recording the amount of time that was spent on-task for each of the children before the practicum began and after tutoring was completed. (See Appendix B)

The evaluation instrument used to identify the success of the tutors' training was a checklist of skills taught to the tutors. (See Appendix C) Teacher observation of the tutors and the learners was noted on the checklist.

Description of Plans for Analyzing Results

Results were analyzed after the tutorial program had been carried out. The results for Objective One have been presented by percentages of short-term I.E.P. goals presented before and after implementation. The results of Objective Two have been presented by percentages of time on-task before and after practicum implementation. The results of Objective Three have been presented by percentages of skills mastered by the tutors. All results will be discussed in a narrative text.

Chapter Four

Solution Strategy

Discussion and Evaluation of Possible Solutions

Since I.E.P. goals were not being fully presented and children were not spending enough time on-task, there was a need for additional teaching and supervision in the classroom. There were no funds to pay additional aides so volunteers needed to be found. As cited in Koskinen and Wilson (1982), Melaragno (1976), and Pope (1976), tutors make excellent unpaid volunteers. In order to provide implementation necessary for individualization, children as tutors were a solution (Christoplos, 1973; Melaragno, 1977; Sindelar, 1982).

Educational theory to support the value of tutoring was recorded as early as 1866 when William Bently Fowle wrote that children's teaching styles were focused positively on the learner (Ehly & Larson, 1980). Tutoring by children has been shown to be comparable and compatible to small group teaching by resource teachers (Sindelar, 1976). Children in the role of teachers may be more effective than teachers (Bar-Eli & Raviv, 1976). In the selection of the solution strategy, it became evident that student cross-age tutors could be utilized in an appropriate manner to provide additional help in the classroom.

Description and Justification of Selected Solution

The literature has detailed the characteristics of both tutors and learners. Chandler, Blackburn, and Sowell (1979) described

children who would profit from tutoring as those who need help and those who need additional practice. Many children have a need for tutoring. For example, there are children who are easily distracted, have different learning styles, are frequently absent, and are not self-directed. The three- to five-year old LLD children had similar characteristics of those needing tutoring. They needed additional supervision also to insure their safety and learning.

The characteristics and selection of tutors could determine program success or failure. Students who evidenced good behavior and no emotional problems, were able to follow directions when not being supervised, related well to others, and demonstrated mastery of subject matter required little teacher supervision and assistance, and were good candidates for tutors. Diligent, well-liked students who did not exhibit all the previously mentioned characteristics could be considered as tutors also. Children who were underachievers with poor self-concepts might be able to teach others since their selection as tutors boosted their self-concept. Hill and Tavneer (1981) found personality, achievement level, acceptance of responsibility, enthusiasm, interest, and confidence in subject matter, as assets for student tutors. After thorough orientation, mildy handicapped children were found to be capable of teaching others (Epstein, 1978). Tutors who were about two years older than their charges were found better able to teach the younger children than adult tutors because they are able to relate skills.

games, and social characteristics more easily than parents or teachers (Cicirelle, 1976).

Student talents that supplemented the teacher's talents, instructional, social, and motivational skills plus cooperation and interest in the learner, were all found to be assets in successful tutoring (Fogarty & Wang, 1982). Human relation skills were valued in tutoring performance by Lippett (1976). Academic achievement was not the most important need for tutors in a study described by Cloward (1976). He found high ability/low achievers were excellent tutors who benefitted from being in the teacher's role. Devin-Sheehan et al. (1976), in a critical review of the literature, noted that same sex pairings worked well and the older the tutor, the greater success reported. This was attributed to the fact that the older child would have more knowledge and better interactional skills.

The tutors who were trained in this project were LLD fifth graders. Since they were older, but not adults, they were able to reach younger children more easily than parents or teachers. These cross-age tutors were classified as being LLD students and were able to add the human relation skill of empathy to their tutoring.

Program designs and training sessions regarding tutoring have been detailed in the literature. These tutoring programs vary, being either structured or unstructured, and moving from personal social growth to academic achievement (Allen, 1976). Program

designs by Harris (1976) and Niedmeyer (1976) were highly structured with emphasis on teaching tutors instructional techniques and subject matter. There was agreement among many researchers that highly structured training program sessions were needed for successful tutoring programs (Devin-Sheehan et al., 1976; Harrison, 1976; Melaragno, 1976; Sharplay et al., 1983). The literature demonstrated that structuring programs through training of tutors was necessary for a successful tutoring program.

Preservice workshops for student tutors in a Los Angeles study taught subject content and human relation skills (Lippitt, 1976). In a Cincinnati study, half-hour training sessions taught learner motivation, positive reinforcement, patience, lesson presentation, methods of correcting mistakes, and recognizing efforts with smiles and praise (Hill & Tavneer, 1981). The workshops of Chandler et al. (1979) taught tutor role clarification, systematic planning, lesson implementation, and teaching methods in their training sessions. Negative actions and methods of avoiding non-productive sessions were explained. After workshop completion, careful observation insured methods taught in workshops had been learned and were being carried out successfully. Initially, close supervision by the teachers was used to insure success. As the program progressed, less supervision was required. Epstein (1978) found that when using LLD children as tutors, it was important to provide highly structured training which stressed information to be taught and skills required for teaching. Since LLD children were used

as tutors in this practicum, a highly structured training program was provided where information and skills were presented. (See Appendix E)

Cross-age tutoring successes and pitfall avoidance were cited in the literature. Tutoring programs were easy to begin but were difficult to maintain. Many were of short duration because tutors lost interest. To insure successful tutoring programs, a strong commitment was needed on the part of the tutor (Melaragno, 1976). Successful experiences in tutoring and recognition from trainers helped the young "teachers" continue their work with their tutees (Koskenin & Wilson, 1982; Melaragno, 1976). The teacher-trainer found rewards for the extra time and energy that was invested in continued in-service training and tutor observation (Melaragno, 1976). The dividends were reflected in the learning of cooperation and the minimization of competition (Bar-Eli & Raviv, 1982; Fogarty & Wang, 1982; MacKenzie & Arbor, 1979).

Not only were the rewards for cross-age tutoring evident among the tutors, they were also evident among students receiving tutoring. Tutored LLD children grew in self-esteem and gained in vocabulary and reading skills while moving from "stigma to status" (Price & Dequine, 1982, p. 370). Positive interaction between the tutor-learner dyad led to new interests, improved academic performance, positive attitudes toward the school, the teachers, the tutors, and the learners themselves. The tutees benefitted from an one-to-one relationship with older, more skillful students (Allen, 1976).

Processes such as modeling, friendliness, social closeness and approval, all of which may be indirect, taught acceptable behavior (Feshback, 1976).

The literature lent strong evidence for the probable success of the cross-age tutoring method that was used to carry out this practicum. The fifth grade LLD students were selected, trained and introduced to the three- to five-year-old LLD children. The schedule follows in the Calendar Plan.

Calendar Plan

In order to address the objectives of this practicum, the following calendar plan was observed:

Preliminaries:

1. Permission from school principle to pursue practicum
2. Submission and approval of proposal
3. Permission to implement
4. Record time on task of three- to five-year-olds
5. Record I.E.P. goals presented

Week One:

Day One - Meet with fifth grade teacher and select tutors
Day Two - Begin Tutor Training - Session I (See Appendix E)
Day Three - Session II (See Appendix E)
Day Four - Session III (See Appendix E)
Day Five - Session IV (See Appendix E)

Week Two:

Day One - Session V (See Appendix E)
Day Two - Session VI (See Appendix E)
Day Three - Introduce tutors to children
Day Four - Tutors supervise bathroom
Day Five - Tutors supervise bathroom and playground

Week Three:

Day One - Tutors supervise bathroom, playground, and short walk
Day Two - Tutors add reading to children to other responsibilities
Day Three - Color training added
Day Four - Continue assigned tasks
Day Five - Assigned tasks and trainer-tutor evaluation

Week Four:

Day One - Add name and letter writing to other tasks
Day Two - Add numbers
Day Three through Day Five - Continue assigned tasks
Day Five - Evaluation Conferences

Week Five:

Day One - Continue assigned tasks
Review Session II, plan walking trip to the library
Day Two - Walk to library
Day Three to Day Five - Continue assigned tasks
Day Five - Evaluation Conferences
Tutor Appreciation Day to be planned by children

Week Six:

Day One - Review Session II and plan trip to fire station
Day Two - Fire station trip
Day Three to Day Five - Continue tasks
Day Five - Evaluation Conferences

Week Seven through Nine:

Day One to Day Five - Tutors continue assigned tasks
Day Five - Evaluation Conferences

Week Ten:

Day One through Day Four - Continue daily assignments
Day Four - Final Evaluation

Week Eleven:

Collect data: Time on task
I.E.P. goals met
Analyze results

Week Twelve:

Write report

Proposed Time Line

February, 1985	- Discussion with principal and fifth grade teachers for practicum approval
March, 1985	- Submit proposal
Mid-March, 1985	- Feedback from Dr. Salce
Late-March, 1985	- Permission to implement Select tutors
April, 1985	- Begin tutor training Introduce tutors to children Tutors begin with simple supervision
May, 1985	- Evaluate tutors' progress as they continue to work with children
Mid-June, 1985	- Collect data
August, 1985	- Submit report
September, 1985	- Dissemination of Abstract to Cluster Members

Chapter Five

Results, Conclusions, and Recommendations

Practicum Goals and Expected Behaviors

This practicum was designed to enhance the learning of three-, four-, and five-year-old children who exhibited deficits in expressive and receptive language. With the success of this practicum, the children had many of their Individual Educational Program behaviors met in the social, intellectual, emotional, physical, and self-help spheres. A classroom management program was established where there was a calm, uniform, and consistent flow in learning and children spent increased time on-task. These objectives were pursued by using Language Learning Disabled fifth-grade students who were trained as tutors to teach the young children.

Practicum Goals and Expected Behaviors

The expected behaviors for this practicum were:

1. Eighty percent of short-term IEP goals would be addressed for all the three- to five-year-old LLD children. An average of 86 percent of the IEP goals were presented. This expected behavior was met.

2. Three- and four-year-old LLD children who were attending to task independently for two minutes would increase time on-task to four or five minutes. Five-year-old LLD children would increase their independent time on-task from two minutes to eight to ten minutes. The average time on-task achieved by three- and four-year-

olds was 5.4 minutes and the average achieved by five-year-olds was nine minutes. This behavior was met.

3. Fifth grade LLD students were to be trained to assist in the three- to five-year-old class and master 80 percent of the skills taught and evaluated by the teacher. The average skill mastery was 64.7 percent. This behavior was only partially met.

IEP Presentation Results

The IEP goals were reviewed before and after the practicum. Before the program began, about 70 percent of the cognitive and fine motor goals were being presented. Only 30 to 50 percent of the self-help, personal/social and gross motor skills were being addressed.

After the tutors began working in the classroom, the younger children not only had self-help IEP goals presented, they were adapting the necessary skills into their repertoires because of the constant reinforcement of the tutors' reminders and the positive relationships established between the tutors and tutees.

Table 2

Average Percentages of IEP Goals Presented Before and After Practicum Implementation

	Self-Help	Personal/Social	Cognitive	Fine/Gross Motor
Before	43	33	70	40
After	90	78.5	91	87

Presentation of self-help goals increased 109.3 percent; personal/social goals increased 137.8 percent; cognitive goals increased 80 percent and fine/gross motor goals increased 117.5 percent (See Appendix A for individual accomplishments).

Time On-Task

Time on-task was measured in three areas: letter or name writing, reading attention and quiet activities. The average time spent on-task before practicum implementation for the three- and four-year-olds was 2.75 minutes. Average letter, name writing time was 1.375; average reading attention was 2.95 minutes and average quiet time activities were 3.5 minutes. The average time spent on-task by the five-year-olds was four minutes. Average name writing time was two minutes and both average reading attention and quiet activities on-task were five minutes.

After practicum implementation, average time on-task for the three- and four-year-olds was 5.86 minutes. Average letter writing time was 4.4 minutes and both average reading attention and quiet activities was 6.6 minutes. The average time on-task for five-year-olds was nine minutes. Average name writing time increased to eight minutes, reading attention to nine minutes and quiet activities to ten minutes (See Appendix B for individual accomplishment).

Table 3

Time On-Task Before and After Practicum Implementation

	Letter or Name Writing		Reading Attention		Quiet Activities	
	Three/Four	Five	Three/Four	Five	Three/Four	Five
Before	2.75	2	1.375	5	2.95	5
After	4.4	8	6.6	9	6.6	10

Tutor Training

Six workshops were planned and completed. Session I - Orientation went well. The children shared their feelings about new situations, new teachers and new children and were able to generalize these feelings to those that younger children with whom they would be working would experience when the tutor-tutee relationship began.

Role playing of teacher negative and positive behavior needed a great deal of explanation and demonstration. The children needed help defining negative (bad) and positive (good) behaviors and this again extended to the tutors' personal feelings. They were finally able to describe which behaviors would make the children they would teach feel "good" or "bad." After clarification the fifth graders were able to list behaviors they would and would not use when tutoring.

The next workshop on supervison went smoothly and the future tutors seemed to understand their tasks. The tutors all did well in bathroom supervision. On the playground and short walks some tutors supervised better than others. On a field trip the tutors were more inclined to socialize with each other than supervise their charges. This made the tutors an additional responsibility rather than an asset.

In enforcing limits, some tutors provided excellent supervision while others were beyond authoritative, approaching dictorial. Those tutors who could be molded were continued in a "teaching" position. Those who could not, were not made to feel less important. They were assigned the necessary tasks of bringing down the lunches, emptying the trash cans or making simple teaching materials. None of the tutors were dropped from the project.

The reading sessions began well and the fifth graders were anxious to read to each other. Unfortunately, the books that had been selected originally were too difficult for the fifth grade children to read smoothly. It was necessary to find simpler selections in the literature so that the tutors could read or memorize the text and be able to present the books easily to their assigned children. Additional training in reading took place before each class. With help and practice the fifth graders learned to present a book smoothly. A reference list of these books is found in Appendix G.

During the color training workshop, it became obvious that all the fifth grade LLD children would not be able to take on the responsibility for teaching colors, letters, numbers and name identification, and writing. This caused no real problem because at other times when the tutors were supervising self-selected learning activities (blocks, books, clay, crayons, paint, etc.), the teacher and/or aide was able to focus on the cognitive needs of individual children.

In the final session, evaluation, the children felt positively about their workshop training and their beginning days in the three- to five-year-old LLD classroom. In the distributed questionnaires, they answered all of the questions positively (See Appendix E - Session VI). The tutors were excited about the classroom supervision they were doing. They all worked hard in the morning to complete all their work in their classroom so that they would not miss any of the instruction that would be covered in the half-hour period they would spend in the three- to five-year-olds' afternoon class. If the tutors did not complete their morning work, they would not work with the younger children in the afternoon. At the end of the workshop sessions, they were presented with a certificate of workshop completion (See Appendix F).

Inservice training and evaluation continued throughout the entire practicum. No one was dropped from the program. If the

tutors did not perform well in the tutor-learner interaction, they were given other assignments. All of the tutors were encouraged to work alongside the tutees at self-selected work time. This proved a learning experience for the tutors. They had had very little, possibly no experience, with the materials that the children were using and it was interesting to watch them go through the same developmental levels with the media that their tutees had already experienced with clay, fingerpaints, and sand. After the tutors had adapted the sensory experiences provided by these materials into their repretoire, they were able to use these materials to reinforce shape, letter, number and name writing, and identification that had been presented to the younger children by the teacher or aide.

Other Results

With the addition of tutors to the classroom, classroom management improved, IEP goals were addressed, and independent time on-task improved. There was more time involved in training the tutors than expected. Additional time was found during the tutors' and teachers' lunch periods. Much of this time was used to help the tutors learn to read more smoothly.

Even though it was found that all of the tutors were not able to carry out cognitive IEP goals, their mere presence freed teacher and aide so that they could reach each child individually. The tutors' assistance also made it possible for the teacher to test and up-date IEP goals and determine progress.

Some of the tutors grew in their human relation skills. One youngster came into the three- to five-year-old classroom as a real dictator and after three weeks as a tutor, he had learned to direct behavior in a democratic manner. All of the helping children felt working with the younger children was special and they seemed to walk taller and smile more. They learned to present books really well. In addition to reading to individual children, they had the opportunity to read to the entire class at group time.

The fifth grade teacher remarked that her children worked hard to complete their work so that they could be part of the teaching staff in the three- to five-year-old LLD class. Other children in her class who had not been trained wanted to be part of the tutoring program and on occasion, they were sent to the younger children's classroom. Self-concept improved as the fifth graders related to each other and the younger children. Their success and acceptance in the tutoring program was demonstrated in their social interactions. Price and Dequine (1982) described "Learning disabled students in the Whisman Language Tutor Program encounter a reversal of roles, allowing healthy experiences, becoming (often for the first time) a giver rather than a 'receiver' and gaining the status necessary to enhance their own learning." (pp. 370-371)

Conclusions

An overview of the results of this practicum would indicate that tutoring was a successful strategy to provide the teacher and aide in

the three- to five-year-old LLD classroom with more time to relate to individual children. The gains attained in IEP goals presentation and independent time on-task for the young children indicated success. Classroom management improved and a comprehensive curriculum was provided.

The fifth grade LLD children acquired the skills to take the children to the bathroom, assist and direct their charges at clean-up time, enforce limits and provide playground and walking trip supervision. The tutors provided "a lap to sit on" or an arm around the shoulder to help the restless child sit a little longer. All this occurred under teacher or aide supervision.

The tutors provided the teacher and aide an opportunity to work with individual children while the tutors supervised at the sand table, paint easels or clay table. The tutors were indispensable while the aide was at lunch, substituting in another classroom if an emergency occurred or when she was absent. The young children's curriculum was enriched because of the tutors' presence. Choice at self-selected work time could be made by the young children. Fingerpaint (in addition to other media available) could be offered since the tutors could walk the children to the bathroom to wash up where there were three sinks available for handwashing in addition to the one sink in the classroom. This prevented a line of young children waiting to get to one sink to wash up.

Distraction was no longer a problem. The tutors were trained to remove disruptive children from the group at the teacher's signal and provide them with a quiet activity in another part of the room. The tutor(s) would sit with the disrupter(s) until their charge(s) were ready to return to the group. Cooking became possible because the tutors provided the extra supervision needed for safety. Because there were tutors in the classroom, it was possible for the teacher and the aide to tailor the curriculum to the children's needs rather than having the children conform to a curriculum. Individualization which is especially important for LLD children was taking place. Different children could accomplish the same goals by different methods.

Training, planning and working with the fifth grade LLD children required extra effort and energy. The results were gratifying and the time invested was well spent. The three-, four-, and five-year-old LLD children flourished and grew because of their relationships with their tutors.

Recommendations

1. Teachers who would like to replicate this practicum might consider measuring tutor reading ability and self-concept before and after practicum implementation.

2. When children from a handicapped class are to be part of a tutoring program, it would be helpful to consider finding tasks

suitable for each child in the class. Perhaps all involved may experience a helping relationship and become givers rather than receivers.

3. It would be wise to explain to all those involved what the expectations of the program are. The principal should be made aware of the expected goals and the movement of the tutors from homeroom to early childhood classroom. Fifth grade teachers should be provided with a schedule of when their children are expected to be tutoring. The aide should be apprised of what the responsibilities will be while the tutors are in the classroom.

4. When implementing the workshops with LLD fifth graders, time should be provided for the future tutors to practice the skills learned with the children they will be working with before proceeding to the next workshop.

5. Consideration should be given to selecting tutors from regular or gifted classes. Training may be easier and results may be achieved more easily.

Dissemination

Copies of this practicum report will be sent to:

Donald Leuschner, Principal
School #220
2601 Tolley Street
Baltimore, MD 21230

Cathy O'Malley
Fifth Grade LLD Teacher
School 220
2601 Tolley Street
Baltimore, MD 21230

Dorothy Coleman, Coordinator
Division of Pupil Services and Special Education
Calvert and 23rd Street
Baltimore, MD 21208

Fred Weintraub
Assistant Executive Director
Council of Exceptional Children
1920 Association Drive
Reston, VA 22091

Rena Rotenberg, Director
Early Childhood Education
Board of Jewish Education
5800 Park Heights Avenue
Baltimore, MD 21215

REFERENCE LIST

Allen, V. L., & Feldman, R. S. (1976). Studies on the role of the tutor. In V. L. Allen (Ed.), Children as teachers (pp. 113-129). New York: Academic Press.

Allen, V. L. (Ed.). (1976). Children as teachers. New York: Academic Press.

Bar-Eli, N., & Raviv, A. (1982). Underachievers as tutors. Journal of Educational Research, 75 (3), 139-143.

Brubacher, J. S. (1966). The history of the problems of education. New York: McGraw-Hill.

Chandler, A. C., Blackburn, G. M., & Sowell, V. (1979). Peer tutoring as a strategy individualizing instruction. Education, 101 (4), 380-383.

Cicirelle, V. G. (1976). Siblings teaching siblings. In V. L. Allen (Ed.), Children as teachers (pp. 99-111). New York: Academic Press.

Christoplos, F. (1973). Keeping exceptional children in regular classes. Exceptional children, 39, 569-571.

Cloward, R. D. (1976). Teenagers as tutors of academically low-achieving children: Impact on tutors and tutees. In V. L. Allen (Ed.), Children as teachers (pp. 219-229). New York: Academic Press.

Devin-Sheehan, L., Feldman, R. S., & Allen, V. L. (1976). Research on children tutoring children: A critical review. Review of Educational Research, 46 (3), 355-385.

Ehly, S. W., & Larsen, S. C. (1980). Peer-tutoring for individualized instruction. Boston: Allyn and Bacon.

Epstein, L. (1978). The effects of intraclass peer tutoring in the vocabulary development of learning disabled children. Journal of Learning Disabilities, 11 (8), 63-66.

Feshback, N. D. (1976). Teaching styles in young children: Implications for peer tutoring. In V. L. Allen (Ed.), Children as teachers (pp. 81-96). New York: Academic Press.

Fogarty, J., & Wang, M. C. (1982). An investigation of the cross-age peer tutoring process: Some implications for instructional design and motivation. Elementary School Journal, 82, 451-469.

Harrison, G. V. (1976). Structured tutoring: Antidote for low achievement. In V. L. Allen (Ed.), Children as teachers (pp. 169-178). New York: Academic Press.

Harteys, W. W. (1976). Cross-age versus same-age peer interaction: Ethological and cross-cultural perspectives. In V. L. Allen (Ed.), Children as teachers (pp. 41-56). New York: Academic Press.

Hill, J. C., & Tavneer, S. A. (1981). Kids teaching kids: It works. Educational Forum, 46 425-432.

Koester, L. S., & Buesch, N. A. (1980). Preschoolers as teachers: When children are seen but not heard. Child Study Journal, 10, 107-118.

Koskinen, P., & Wilson, R. M. (1982). Developing a successful tutoring program. New York: Teachers College Press.

Lancioni, G. E. (1982). Normal children as tutors to teach social responses to withdrawn mentally retarded schoolmates. Journal of Applied Behavioral Analysis, 15, 17-40.

Lee, J. R., & Kahn, C. F. (1960). Fun in the city playground. New York: McGraw-Hill Text Films.

Leuschner, D. & Dillow, A. (1983). Morrell Park Elementary - Memories - 1982-1983. Baltimore: Avon.

Lippitt, P. (1976). Learning through cross-age helping: Why and how. In V. L. Allen (Ed.), Children as teachers, (pp. 157-168). New York: Academy Press.

MacKenzie, L., & Arbor, E. (1979). Cross-age teaching - An important concept for nutrition education. Journal of Nutrition Education, 1, 138-140.

Melaragno, R. J. (1977). Pupil tutoring: Directions for the future. Elementary School Journal, 78, 384-387.

(1976). Tutoring with students. Englewood Cliffs: Educational Technology Corporation.

Niedermeyer, F. C. (1976). A model for the development or selection of school based tutorial systems. In V. L. Allen (Ed.), Children as teachers (pp. 179-188). New York: Academy Press.

Price, K., & Dequine, M. (1982). Peer-tutoring: It builds skills and self-concept. Academic Therapy, 17, 365-371.

Rosner, H. (1970). Facets of a cross-age tutorial program. Anaheim, CA. Paper presented at the International Reading Association Conference. (ERIC Document Reproduction Service No. Ed 041 721).

Sarbin, T. R. (1976). Cross-age tutoring and social identity. In V. L. Allen (Ed.), Children as teachers (pp. 27-40). New York: Academy Press.

Sharplay, A. M., Irvine, J. W., & Sharplay, C. F. (1983). An examination of the effectiveness of a cross-age tutoring program in mathematics for elementary school children. American Educational Research Journal, 20, 103-111.

Sindelar, P. T. (1982). The effects of cross-age tutoring on the comprehension skills of remedial reading students. Journal of Special Education, 16, 199-206

APPENDIX A

Percentage of IEP Goals Presented Pre/Post

Practicum Implementation

Percentage of I.E.P Goals Presented Before Practicum Implementation

	Self Help	Personal/Social	Cognitive	Fine/Gross Motor
* Child A	30	30	60	40
X* Child B	0	0	0	0
** Child C	50	30	70	30
** Child D	50	30	70	30
** Child E	50	40	70	30
*** Child F	40	40	80	50
*** Child G	50	30	70	50

Percentage of I.E.P. Goals Met After Practicum Implementation

	Self Help	Personal/Social	Cognitive	Fine/Gross Motor
* Child A	80	60	80	80
X* Child B	90	70	80	80
** Child C	90	90	100	90
** Child D	90	60	90	90
*** Child E	80	90	100	90
*** Child F	90	90	90	90
*** Child G	100	90	100	90

* Three-Year-Olds
** Four-Year-Olds
*** Five-Year-Olds
X Child who entered class after practicum began

APPENDIX A

Percentage of IEP Goals Presented Pre/Post

Practicum Implementation

Percentage of I.E.P Goals Presented Before Practicum Implementation

	Self Help	Personal/Social	Cognitive	Fine/Gross Motor
* Child A	30	30	60	40
X* Child B	0	0	0	0
** Child C	50	30	70	30
** Child D	50	30	70	30
** Child E	50	40	70	30
*** Child F	40	40	80	50
*** Child G	50	30	70	50

Percentage of I.E.P. Goals Met After Practicum Implementation

	Self Help	Personal/Social	Cognitive	Fine/Gross Motor
* Child A	80	60	80	80
X* Child B	90	70	80	80
** Child C	90	90	100	90
** Child D	90	60	90	90
*** Child E	80	90	100	90
*** Child F	90	90	90	90
*** Child G	100	90	100	90

* Three-Year-Olds
** Four-Year-Olds
*** Five-Year-Olds
X Child who entered class after practicum began

APPENDIX B

Pre/Post Practicum Time on Task Behavior in Minutes

	Letter/Name Writing		Reading Attention		Quiet Activities	
	Pre	Post	Pre	Post	Pre	Post
* Child A	1/2	3	2	5	4	10
X* Child B	0	2	0	5	0	3
** Child C	2	5	4	8	4	8
** Child D	1	4	2	5	2	5
** Child E	2	8	3	10	4	10
*** Child F	2	8	5	10	5	10
*** Child G	2	8	5	8	5	10

* Three-Year-Olds
** Four-Year-Olds
*** Five-Year-Olds
X Child who entered class after practicum began

APPENDIX C

Observation of Tutor After Training by Teachers

Tutors:	1	2	3	4	5	6	7	8[3]
Bathroom Supervision	S	S	S	S	S	S	S	S
Clean Up	S	S	S	S	S	S	S	S
Enforcement of Limits	S	S	S	S	S	U→S[1]	U	S
Playground Supervision	S	S	U	S	S	N/A[2]	N/A[2]	S
Walking Trips	S	S	U	S	S	S	U	S
Reading	S	S	S	S	S	S	U	S
Color Teaching	S	U	U	S	S	U	U	N/A
Shape Identification and Drawing	S	U	U	S	S	U	U	N/A
Letter/Name Identification and Writing	U	U	U	U	U	U	U	N/A
Number Identification and Writing	U	U	U	U	U	U	U	N/A
Percentage of Skills Mastered	80	60	40	80	80	55.5	22.2	100

Average Skills Mastered 64.7 percent

S = Satisfactory U = Unsatisfactory

[1] Behavior in limits enforcement was shaped from unsatisfactory to satisfactory as this student worked in the classroom.

[2] These students could not leave their class at playground time.

[3] Student was brought in after practicum began to act as a substitute in supervision and reading

APPENDIX D

Daily Plan

Daily Plan
LLD 3-5

Date _____

Unit _____

Season _____

11:45 - 12:00	Entering Routine: Hang up coats. Select name at seat
(2 tutors needed for bathroom supervision)	and place in holder. Sit in designated chair and "read" book.
12:00 - 12:30	Opening Exercises: Pledge and song to the flag Today's Story Addresses Calendar
12:30 - 12:45	Fine Motor Exercises
	(2 tutors needed)
12:45 - 1:00	Oral Language
1:00 - 1:15	Psycomotor Development
	(2 tutors needed)
1:15 - 1:40	Reading Readiness
	Group I Group II
	(4 -5 tutors needed)
1:40 - 2:00	Mathematics
2:00 - 2:05	Snack
2:05 - 2:20	Self-Selected Work Time
2:20 - 2:30	Evaluation and Dismissal

APPENDIX E

Tutoring Workshops

Session I - Orientation

Fruit will be served to help ease tension that may be caused by being in a new situation.

The fifth grade children will be encouraged to describe how they felt coming into a new situation. Parallels will be drawn with their feelings and the feelings their tutees will have. Role playing will follow with the teacher modeling first negative and then positive behavior. Student reactions will be elicited and recorded on the board by the trainer.

Session II - Supervision

The future tutors will be shown a filmstrip called, Fun in City Playgrounds. At appropriate times the projector will be stopped to make the points that those of us who are older are responsible for the safety of the younger children. We hold hands when we cross the street after we have looked both ways. At the playground we encourage the children to climb or swing on their own after we have shown them how to climb or swing.

Appropriate supervison for walking trips will be drawn from the supervision that was learned for the playground. Safety and responsibility for the child assigned will be restated. Pointing out what is seen while on the walk will be discussed and role played.

Bathroom supervision will be described. Children will be walked to the appropriate bathroom by a same sex tutor. They will take tissue and paper towels with them. The tutees will be reminded to wipe, flush, and wash hands.

Enforcing limits will be stressed in all areas. There are places for walking and places for running. There is a time for working and a time for playing. Tasks need to be completed and clean up after self-selected work time must be done by the tutee. The tutor may encourage their tutee in all these areas of appropriate behavior and work areas.

Session III - Reading to Your Tutee

The teacher will demonstrate reading the book, Where the Wild Things Are by Maurice Sendak. The children will be shown the book and discuss the picture on the cover. They will be asked what they think the story is about.

The teacher will role play and read the book to one child. She will sit close to the child and use her voice to make the story more interesting. The story will be discussed. Questions will be asked such as:

Who was in it?

What happened first, next?

Encourage child to ask questions.

Child will be encouraged to ask questions. The tutors will read to each other after the session.

Session IV - Color Teaching

The trainer will demonstrate methods of teaching colors. The first skill to be taught will be matching. The child will be given a red strip of paper and asked to find objects that match the color. The next skill the tutors will be taught is how the tutees can identify the paint, clay, or crayon color, red, and use it to paint, draw, or model. The next lesson will be finding red pictures in a magazine to make a "red" collage. When the tutee has mastered labeling red, the next primary color will be taught. After red, blue, and yellow have been taught, secondary colors, orange, green, and purple will be introduced individually. When these colors are mastered black, brown, white, and other color values will taught.

The tutors will have "hands on" experiences with each of these methods.

Session V - Shape Drawing, Letter, Number and Name Writing

The tutors will first be taught to put sand or salt into a box lid. They will then be shown how to draw a shape, write a name, number or letter in the sand or salt. They (the tutors) will be shown how to introduce these materials to their tutees.

The tutors will then be given cards with three-inch letters written on them. They will place liquid glue on the letters which they will sprinkle with salt, sand, kitty litter, or glitter. When the material is dry, the letter, name, or shape is to be identified and traced with the fingers.

Three-inch letters (numbers, names or shapes) will be written on paper. The tutee will be taught to trace the letters, names, numbers, or shapes with each color in the crayon box.

When using numbers, an appropriate number of dots will be placed on each card or paper.

1	2	3	4	5

Session VI - Evaluation

Awards will be given for workshop participation. Through questions, the tutors will review what has been done in past classes. They will be asked how they can tell if we are succeeding in working with the students. Questionnaires will be distributed.

	1	2	3	4	5	6	7
1. Are you praising your tutee?	✓	✓	✓	✓	✓	✓	✓
2. Do you meet him on time?	✓	✓	✓	✓	✓	✓	✓
3. Do you come prepared to teach?	✓	✓	✓	✓	✓	✓	✓
4. Do you listen to your student?	✓	✓	✓	✓	✓	✓	✓

✓ = yes X = no

APPENDIX F

Certificate of Appreciation

Workshop Completion

This is to certify that

_____ _____

has successfully completed

The Tutor Training Workshop

Spring 1985

_____
Teacher

At the End of Tutoring Session

This is to certify that

_____ _____

has been a Helping Hand Tutor

for

_____ _____

from _____ to _____

Your participation in the program has
been greatly appreaciated.

_____
(Teacher)

APPENDIX G

Reference List of Children's Books

Ahlberg, A. E., & Ahlberg, J. (1978). Each peach, pear, plum. New York: Scholastic Book Services.

Burningham, J. (1964). John Burningham's ABC. Bobbs-Merrill Co., Inc.

---------- (1975). The friend. New York: Thomas Y. Crowell Co.

Bonne, R. (1961). I know an old lady. New York: Scholastic Book Services.

*Carle, E. (1972). The very hungry caterpillar. Cleveland: World Publishing Co.

Cook. B. (1973). The little fish that got away. New York: Scholastic Book Services.

*Freeman, D. (1983). Beady bear. New York: Penguin Books.

*Gackenbush, D. (1977). Harry and the terrible whatzit. New York: Scholastic Book Services.

*Harper, W. (1967). The gunniwolf. New York: E. P. Dutton & Co., Inc.

Keats, E. (1966). The snowy day. New York: Scholastic Book Services.

---------- (1971). Over in the meadow. New York: Scholastic Book Services.

Kraus, R. (19). The carrot seed.

*Lenski, L. (1946). My friend the cow. Chicago: National Dairy Council.

Meyer, M. (1974). The great cat chase. New York: Scholastic Book Service.

---------- (1977). Just meant my dad. New York: Golden Press.

Oxenbury, H. (1970). Numbers of things. New York: Franklin Watts Inc.

Quackenbush, R. (1972). Old MacDonald had a farm. Philadelphia: J. B. Lippincott Co.

----------. (1973). Go tell Aunt Rhody. Philadelphia: J. B. Lippincott Co.

*Sendak, M. (1963). Where the wild things are. New York: Harper & Row Pub.

Shaw, C. (1947). It looked like spilled milk. New York: Harper & Row Pub.

Watanabee, S. (1979). Where's my daddy? New York: Putnam Pub. Group.

---------- (1981). I can take a ride. New York: Putnam Pub. Group.

---------- (1982). I can build a house. New York: Putnam Pub. Group.

---------- (1983). I can take a walk. New York: Putnam Pub. Group.

Winter, J. (1984). Hush little baby. New York: Pantheon Books.

* These books were memorized rather than read.

CERTIFICATE
IN
VOLUNTEER SERVICE

This Certifies That

_____

is awarded this Certificate for

_____

Given at _____, this ____ day of _____, A. D., 19____

_____ _____

59

60